DOCUMENT RESUME

ED 202 073 CS 503 378

AUTHOR Hudson, David D.; Neer, Michael R.
TITLE An Instructional Unit for Teaching Questioning Skills to Prospective Teachers.
PUB DATE Jun 81
NOTE 22p.; Paper presented at the Meeting of the Communication Association of the Pacific (Nagasaki, Japan, June 20-21, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Communication Skills; Course Descriptions; *Discussion (Teaching Technique); Higher Education; Interviews; *Preservice Teacher Education; *Questioning Techniques; Speech Communication; *Speech Curriculum; Teacher Effectiveness; *Teaching Skills

ABSTRACT

A basic speech course required of prospective teachers seeking admission to the University of Hawaii's College of Education is described in the first half of this paper. The described course focuses on interviewing, group discussion, and public speaking skills. The second half of the paper presents complete descriptions of four assignments that are designed to emphasize the questioning skills important to a classroom teacher: (1) an information-getting interview, (2) an out-of-class interview, (3) discussion leadership, and (4) informative speech. Copies of evaluation forms used with each assignment are appended. (AEA)

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AN INSTRUCTIONAL UNIT FOR TEACHING QUESTIONING SKILLS TO PROSPECTIVE TEACHERS

David D. Hudson
Michael R. Neer

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It is better to ask some of the questions than to know all the answers.

James Thurber

One of the most important, yet most difficult, skills for teachers to learn is the art of asking questions. No matter what instructional method is being employed or academic subject is being taught, teacher questions serve numerous useful learning purposes. Good questions (1) encourage students to be critical listeners, (2) clarify the correctness or acceptability of concepts, (3) promote the goals of the discussion topic in a concise manner, and (4) encourage students to participate in the learning process.[1] In addition, teacher questions (5) determine the thought processes of students by asking them to remember, understand, apply, analyze, create, or judge.[2] Even when talking informally with students, good questions are essential if teachers are to encourage students to freely discuss their thoughts, feelings, and experiences.

Unfortunately, speech communication educators have done very little to train prospective teachers to ask questions more successfully. In spite of the increased emphasis that is being given to performance-oriented activities in the classroom,[3] little attention has been given to the development of communication competencies related to the theory and art of questioning. Treatment of this skill in basic speech communication courses has been minimized or ignored altogether. The instructional unit outlined in this paper is an attempt to correct this absence of training, and to provide prospective teachers with special questioning skills and techniques for use in the classroom.

This instructional unit was designed to be a major learning section of a course entitled "Speaking Skills for the Prospective Teacher." The course, which is a requirement for all students seeking admission to the College of Education at the University of Hawaii, deals with the oral communication competencies identified as vital to the teacher's role in the classroom.[4] In other words, the course focuses on those speech skills related to interviewing, group discussion, and public speaking.

The design of the course was primarily one in which students could practice some of the basic speech skills that teachers should possess in order to competently perform their role in the classroom. Specifically, this included behaviors such as asking and answering questions, and stating and explaining information. Students were introduced to these skills through the series of assignments described at the end of this paper.

CS503378

* Paper presented at the Communication Association of the Pacific-Japan Conference, Nagasaki, Japan, June 20-21, 1981.

Unit Breakdown

Skill Area #1: Interviewing

Interviewing is defined as a specialized form of interpersonal communication that is performed for a specific purpose and characterized by a predominance of questions.[5] This unit of the course emphasized the directive interview as a key communication skill in the classroom. Students were instructed in how to ask a variety of different types of questions; however, they were encouraged to use questions that asked for broad information and placed few restrictions on possible answers. It is thought that the use of "open" questions has great value to the teacher because they stimulate participation and encourage students to question themselves and others.

Students were instructed in the importance of preparing interview questions in advance and organizing items according to either a chronological or a topical sequence. Though background research and preparation was required, students were reminded of the importance of adapting questions to meet the needs of their respondent.

The use of probing questions also was emphasized as an important skill. Probes require interviewees to develop "initial" responses that are inadequate or superficial in some way. Students were taught how to get respondents to provide additional information and to develop or justify their answers. Specifically, students were instructed in the use of direct probing techniques that required interviewees to elaborate or to clarify information. These techniques are used in the following examples.

How do you feel about _____?
What do you know about _____?
Why do you think _____?

Tell me more about that?
Define your use of the word "teacher."
Describe what you mean.

The use of verbal encouragement also was discussed. This includes statements that stimulate further interaction; such as, "I see," "Go on," and "That's interesting."

Because probing necessitates careful attention to what the interviewee is saying, students were instructed in techniques of effective listening.[6] The use of mirror questions was encouraged as a way to obtain further information, as well as a method to check for accuracy in understanding. For example:

Student: Euphemisms are sometimes necessary to protect a person's self-concept.
Teacher: (Reflecting) You think that euphemisms can be used to protect someone's self-concept?

Student: Sure. For example, words related to sex and death make some people very nervous. And for some people, satisfac- is enhanced by changing the title of their job.
Teacher: (Reflecting) Euphemisms enhance job satisfaction?
Student: Yes. Janitors become custodians and undertakers become morticians.

Finally, the importance of a carefully worded introduction and conclusion was discussed. Students were instructed to give a clear orientation to the interview by providing information about its purpose and objectives. They also were instructed in the importance of a warm and responsive self-introduction (i.e., a firm handshake and a pleasant smile). Small talk was encouraged as a way of "easing" the interviewee into the question and answer process. While asking questions, students were instructed to maintain rapport by (1) facing their partner squarely, (2) adapting an open posture, (3) leaning forward, (4) establishing eye contact, and (5) relaxing.[7] This method for establishing rapport was emphasized as a way to reduce the interviewee's nervousness and facilitate spontaneous interaction.

At the end of the interview, students were instructed to summarize the information they obtained. They were asked to bring the interview to a close and to express appreciation for the interviewee's time and cooperation.

Skill Area #2: Classroom Discussion

The classroom discussion unit of the course was designed as an extension of the interviewing assignments, and as a logical transition to the first public speech. Questioning skills are emphasized as of major importance to the discussion method. In addition to encouraging participation, teacher questions are thought to determine the mental processes of students.

Cooper, in an application of Bloom's Taxonomy of Cognitive Educational Objectives, summarized the categories of cognitive skills that can be required of students when asking discussion questions. These categories include knowledge, comprehension, application, analysis, synthesis, and evaluation. According to Cooper, the order in which these levels of thinking are listed is hierarchical; that is, knowledge and comprehension of the material must occur before attention can be given to the levels of application, analysis, etc. Thus, the cognitive skills needed at a given level require the mastery of the levels preceding it.[8]

This skill area encouraged discussion leaders to ask questions that varied in type. Questions that required simple recall, description, and explanation of previously learned material were encouraged. Higher-order questions that required discussion group members to (1) apply previously learned information to solve problems, (2) break an idea into its separate parts for logical analysis, (3) combine ideas

into a new statement or product, and (4) judge something based on some criteria also were recommended. In other words, leaders were instructed to ask questions that could be answered from memory or recall, as well as questions that required group members to "use" ideas and draw their own conclusions.

Discussion leaders also were cautioned to avoid some common problems in asking questions. The double question, for example, occurs when two or more questions are asked simultaneously. Obviously, double questions may leave class members confused and disoriented about which question to answer first. Some examples are given below.

> What is feedback and how do you use it to adjust your future messages with others?
>
> How do people use space to communicate and how does its use vary between cultures?
>
> What four phases do most effective groups proceed through and what kind of communication characterizes each?

The use of bipolar questions occurs when answers to questions are limited to one of two options. The use of "yes/no," "agree/disagree," and "approve/disapprove" questions may reduce answers to oversimplification, especially when many options for answering are available.[9] For example:

> Do you agree or disagree that extemporaneous speaking is the best mode of delivery?
>
> Do you approve or disapprove of using a series of small committments from a person in order to lead to some justification-related attitude change.

Though leaders were taught to prepare questions in advance, the importance of flexibility was emphasized; that is, they were encouraged to deviate from preplanned questions to meet the needs of individual class members. As the discussion developed, leaders were instructed to encourage group members to interact with each other so that the discussion became "class-centered" rather than "teacher-centered." Probing was encouraged by requiring leaders to provide reflective feedback when responding to contributions. For example:

Discussion Leader:	The textbook views communication as message reception and interpretation. What do you think are some of the implications of this statement for instruction in the classroom?
Group Member:	For me, it reinforces the importance of good listening. Communication is impossible without listening.
Discussion Leader:	(Clarifying) You mean that communication won't take place in the classroom unless students

listen to the teacher and the teacher listens to students?

Group Member: Yes. I can talk and talk, but if nobody really listens I might just as well not have said anything.

Leaders also were instructed to use silence as a probing device. They were asked to provide class members with time for thinking and reflection without interruption. In addition, they were instructed to periodically review the discussion by providing internal summaries. These summaries were thought to enhance communication accuracy and give the discussion direction by providing transitions from one topic to another. Finally, leaders were instructed to provide introductory comments that provided a statement of purpose and a preview of major points to follow, as well as a final conclusion that would bring the discussion to a definite close and summarize the ideas that were developed.

In summary, discussion leaders were required to integrate the communication skills they had learned during the interviewing section of the course and apply them to a discussion setting. They were instructed to (1) introduce the discussion topic and define important terms, (2) ask a preplanned question and wait for an answer, (3) respond to the answer with a comment, a probe, or a reflective summary, (4) ask other questions and repeat step 3, and (5) review the discussion by providing an internal summary or a final conclusion.

Skill Area #3: Public Speaking

A full description of the public speaking unit of the course is beyond the scope of this paper. However, a brief discussion of the important questioning skills that were emphasized is included.

The skill area was designed, in part, to teach students "how" to effectively respond to questions that are asked during and after a public speech. For example, the first speech required that students conduct a question-and-answer session with the class immediately after their presentation; the second speech required students to respond to questions that were asked at any time during their presentation. The class was encouraged to cooperate by asking each speaker at least three questions about the information he or she presented. Though students were instructed to prepare possible responses to questions that they anticipated from the class, they had no way of knowing which specific questions would be asked. Thus, students were required to adapt their presentation to the class while maintaining control of the situation and not being distracted.

The problems that teachers may encounter in responding to questions also were discussed and methods for handling difficulties were provided. Students were instructed to repeat or paraphrase questions to clarify the information requested, as well as to determine whether class members heard and understood what was being asked. If there were questions that the student did not know how to answer, they were instructed to (1) ask other class members if they knew the correct answer and/or (2) admit

that they didn't know the answer but would try to obtain it. Speakers who indicated the second of these two options were expected to carry through with their offer to obtain the correct information. Most importantly, students were told to approach the question-and-answer session with the attitude that the class was genuinely interested in learning more about their speech topic. They were told not to guess or bluff answers to questions they did not know, and reminded that answers to many questions can be obtained by going to other sources.[10]

This skill area also emphasized the importance of identifying the key questions that must be answered if the speaker's objectives are to be satisfied. Students were encouraged to list the three to five questions they wanted their presentation to answer. These questions became the major points to be developed in the body of the speech. Finally, the importance of a good introduction and conclusion was emphasized, and students were instructed in the proper use of the rhetorical question when getting attention and when providing transitions between key ideas.

Summary

In the basic speech course for prospective teachers, we stress to students the importance of checking and clarifying information through the questioning process. Each unit of instruction emphasizes that the amount and quality of information obtained in communication is dependent upon a communicator's ability to ask questions. As we tell our students, questions determine the amount and type of information received from another person. A person is more likely to provide information to someone who appears interested and is able to ask good questions.

It has been our experience that questioning skills are best learned through the course assignments which follow. We conclude this section of the paper with a list of pointers that we provide students with related to the questioning process.

1. Don't seek instant closure. When asking a question, be willing to wait for an answer. A person needs time to think before answering. Therefore, be willing to pause long enough so that the person has time to think before asking a second or follow-up question.

2. Build on previous answers. Acknowledge a person's answer to a question before asking a second question. Relating follow-up questions to previous answers helps open the lines of communication for additional information and serves to stimulate interaction.

3. Place questions in context. Questions generally are easier to answer when the person answering the question is able to respond to specific examples provided by the questioner that illustrate the question being asked.

4. Don't answer your own questions. When asking a question, don't answer it before the other person has had an opportunity to speak first. If you begin answering your own questions, the other person may wait for you to answer, or may not answer at all.

5. Don't imply an answer in your question. If you ask a question in such a way that you imply or expect a certain answer, you may get that answer in return rather than the one the person would otherwise have given. Also, be careful that your nonverbal cues don't give away the answer you expect.

6. Ask interesting questions. Although factual questions may be needed to clarify information, questions also should be of personal interest to the person who is answering them. Questions that draw out the personal opinions and experiences of others are generally more interesting to answer and create greater personal involvement.

Unit Assignments

The assignments that follow were designed to emphasize the questioning skills identified to be of major importance to the classroom teacher. Complete descriptions of each assignment follow, as well as methods for evaluating each student's level of communication competence.

First, however, it is important to note that these assignments had some additional rewards for students. Most importantly, it was observed that students enjoyed the activities. Even quiet and withdrawn students came "alive" during these assignments.[11] The results of a study conducted with students enrolled in this course suggested that one of these assignments, the classroom discussion, was an effective mediator of communication apprehension in the classroom. Though reactions to this assignment were not significantly different for students with high apprehension and those with low apprehension (as measured by McCroskey's Personal Report of Communication Apprehension), item-to-item correlations revealed that students who (1) tremble when handling objects on the platform, (2) are fearful and tense while speaking before a group people, (3) avoid speaking in public, (4) feel self-conscious when called on in class, and (5) are nervous in a conversation with a new acquaintance strongly preferred the classroom discussion assignment to public speaking activities.[12] These results suggest that highly apprehensive students may experience less anxiety if alternative assignments are scheduled before any public speeches are presented. Additional research is recommended to see if similar results can be obtained for any of the other classroom assignments.

Assignment #1: Information-Getting Interview

Purpose: The purpose of this assignment is for students (1) to open an interview by providing information about its purpose and objectives, (2) to establish and maintain rapport with their partner, (3) to prepare a list of open and direct questions that are organized in a logical sequence. (4) to use probing and reflective statements to encourage interviewees to develop initial responses and provide elaboration, (5) to summarize the interview and express appreciation, and (6) to evaluate the communication that takes place in an information-getting interview and to provide worthwhile, descriptive feedback.

Time Required: Instructors should spend approximately 3-4 class periods introducing students to the basic process of effective interviewing, as well as emphasizing some very practical skills in planning and managing information-getting interviews. Approximately 2 class periods will be required for the completion of this assignment. One member of the dyad serves as an interviewer the first class period and the other member serves as the interviewer the following class period.

Procedure: Each student should meet with another class member and conduct an information-getting interview. When a student assumes the role of interviewer s/he should:

1. Meet with her/his partner the class session before the interview and ask for a copy of the interviewee's "Personal Screening Resume" (PSR), a copy of which is included in this paper's Appendix. Interviewers should use the information on the PSR to help prepare a list of questions that will be useful in getting specific information from the interviewee.
2. Conduct a 15-20 minute interview with her/his partner focusing on the interviewee's education and work experiences, as well as her/his educational philosophy. The interviewer should use probing questions and reflective summaries so that the interviewee can expand and clarify information that is provided.
3. Summarize the interview smoothly and express appreciation for the interviewee's cooperation. Interviewees should evaluate the interviewer's effectiveness on the "Interview Evaluation Form" (see Appendix). Finally, the interviewee should take approximately 5 minutes to provide the interviewer with an oral critique of how well s/he conducted the interview.
4. Respond in writing to the items listed below and turn in the answers to the instructor. (It is recommended that the interviewee review the interviewer's answer to item "c" for accuracy and thoroughness.)

    a. List and organize the most important questions you asked during the interview.
    b. List the three strongest points that you observed in your performance as the interviewer. Also list the three things that you would like to work on if you should have to conduct this type of interview again.
    c. Briefly summarize the information you received from the interviewee.

Evaluation: To expediate what might otherwise be a very long and tedious process, the evaluation of the information-getting interview should be regarded as the responsibility of both the student and the instructor. (Student practice in evaluating self and others is thought to be an important skill in itself.)

After the objectives of this assignment have been discussed, students should be familiarized with the criteria for evaluation which are outlined in the "Interview Evaluation Form" (see Appendix). The instructor should review these criteria with students prior to the interview, and students should be trained in how to give and receive appropriate feedback.[13] Upon completion of each interview, the interviewer should be evaluated by her/his partner and provided with an oral critique of her/his interviewing performance. Finally, the instructor should evaluate the interviewer's list of questions on the basis of their information-getting potential and logical organization. Scores for the interview and the questions should be averaged together and a final grade determined.

An alternative evaluation procedure for this assignment involves dividing the class into groups of four. During the first interview session, two of the group members should observe and evaluate the interview participants. Interview partners should evaluate each other so as to provide additional feedback. The following class session, group participants should switch roles and the same process be repeated. If the instructor decides to evaluate the information-getting interview, students should conduct interviews in front of the class. In order to increase the amount of feedback each student receives, class members also should provide interviewers with both oral and written feedback.

Assignment #2: Out-of-Class Interview[14]

Purpose: In addition to the objectives listed for Assignment #1, the purpose of this assignment is for students (7) to schedule and conduct an information-getting interview with an individual not previously known to them, (8) to encourage students to examine a topic of interest in a non-classroom situation, and (9) to provide resource information for the first public speech.

Time Required: Instructors should spend approximately one class period reviewing this assignment's purpose and procedures. The interview is to be conducted outside of class.

Procedure: Each student should interview someone they have not interacted with previously who is at least 5-10 years older than they are. Topics should be selected on the basis of a known interest to both the interviewer and interviewee, and interviewees selected on the basis of their expertise in the topic selected. For example, students may decide to interview a teacher about her/his basic educational philosophy, a guidance counselor about student problems, a law enforcement officer about violence in the schools, a professional in the community about career opportunities, etc.

Students should attempt to apply the principles of effective communication discussed in class to their interviewing experience. In particular, students should:

1. Select a qualified person to be interviewed who has information s/he would like to obtain. Students should contact this person prior to the interview and make an appointment to talk with her/him for at least 20-25 minutes.
2. Prepare questions for the interview that will be useful in getting the desired information.
3. Conduct the interview and take notes as unobstrusively as possible.
4. Ask the interviewee to evaluate the interview on the "Out-of-class Interview Evaluation Form," a copy of which is included in this paper's Appendix. Upon completion of this form, interviewees should be asked to mail the form to the class instructor. (Students should provide interviewees with a stamped envelope addressed to the class instructor.)
5. Respond in writing to the items listed below and turn in the answers to the instructor.

    a. Describe the interviewee's communication behavior during the interview. You should include a discussion of (1) the kind of reception you received from the interviewee, (2) her/his delivery, appearance, and dress, (3) answers received, and (4) anything else that impressed you (favorably or unfavorably) about her/his performance.
    b. Describe your communication behavior during the interview. You should include a discussion of (1) the level or rapport achieved during the interview and how it was established, (2) your opening and closing comments, (3) questions asked, and (4) anything else that impressed you (favorably or unfavorably) about your performance.
    c. Did you have any difficulty getting the information you wanted? If so, what do you think caused the difficulty (e.g., nervousness, limited vocabulary, defensivensss or unwillingness to give information, etc.)?
    d. What do you think were your 2-3 strongest points as an interviewer? What were your 2-3 weakest points? Specifically, how did you feel in the role of interviewer?
    e. In general, how do you feel about this experience? Did you accomplish your objective? What would you do differently if you were to conduct this interview again? Be specific.

It should be emphasized that the information students obtain in this interview will be orally summarized in the information speech (see Assignment #4). The information received in this interview also might make interesting impromptu speeches.

Evaluation: The instructor should grade students based on her/his responses to the items listed in step #5. Responses should be evaluated on the basis of their completeness, insight, and intelligibility.

Assignment #3: Discussion Leadership

Purpose: The purpose of this assignment is for students (1) to open a discussion by providing a statement of purpose, an overview of the major points to follow, and definitions of important terms, (2) to establish and maintain rapport with other group members, (3) to prepare questions that can be answered from memory and recall, as well as questions that require group members to "use" ideas and draw their own conclusions, (4) to respond to answers to questions with comments, probes, or reflective summaries, and (5) to summarize the discussion and review the major ideas that were developed.

Time Required: Instructors should spend approximately 1-2 class periods introducing students to the basic process of discussion leadership. An additional 2-3 class periods will be required for the completion of this assignment.

Procedure: Each student should:

1. Meet with 4-5 other class members and select a different chapter from the textbook for each student to read. Each student should read her/his assigned chapter and prepare a list of 15-20 questions covering the reading.[15]
2. Conduct an 8-10 minute discussion with her/his group members over the assigned chapter. The leader should begin the discussion by stating the purpose and defining important terms. S/he should be certain to follow-up primary questions with probes that expand and clarify information group members provide.
3. Summarize the discussion and provide a review of the major points which were developed. Group members should evaluate the leader's effectiveness on the "Discussion Evaluation Form" (see Appendix) and, then, provide an oral critique of how well s/he conducted the discussion.

Evaluation: Students should be familiarized with the criteria listed on the "Discussion Evaluation Form" so that they can provide discussion leaders with informed feedback about their performance. The instructor should evaluate the leader's discussion questions on the basis of their information-getting potential and logical organization. Scores for both the discussion and the questions should be averaged together and a final grade determined. If the instructor decides to evaluate the discussion assignment, students should perform in front of the class. In order to increase the amount of feedback each student receives, class members should provide discussion leaders with both oral and written feedback.

Assignment #4: Informative Speech

Purpose: The purpose of this assignment was for students (1) to prepare and present a 5-6 minute speech which is based, in part, on the information obtained in the out-of-class interview, (2) to introduce the speech by getting the audience's attention and stating the purpose, (3) to

organize resource materials in a topical, temporal, or spatial sequence, and (4) to conclude the speech and conduct a question-and-answer session with other class members.

Time Required: Instructors should spend approximately 3-4 class periods introducing students to the fundamentals of public speaking. An additional 3-4 days will be required for the completion of this assignment.

Procedure: Each student should prepare and present a 5-6 minute speech based on the information s/he obtained in the out-of-class interview. When preparing this speech, the student should:

1. Review the notes taken during the out-of-class interview, and use this information to decide on a speech topic.
2. Establish a specific purpose for the speech, and identify 3-5 major questions s/he wants the presentation to answer.
3. Obtain additional resource materials from the library or other interviews. This information should help to provide support for the major points in the speech.
4. Organize materials into an expanded content outline which includes an introduction, a body, and a conclusion.
5. Rehearse the speech aloud before making the class presentation.
6. Deliver the speech using direct eye contact, appropriate gestures and body movements, and conversational language and inflection.
7. Respond to audience questions that are asked after the presentation.

Evaluation: The instructor or class members can evaluate this assignment. If class members assign points, they should be familiarized with the criteria for evaluation. These standards are outlined in the "Speech Evaluation Form" (see Appendix). Upon completion of each speech, the class should evaluate the speaker and provide an oral critique of her/his public speaking performance. Scores from individual class members should be averaged together to determine a final grade for this assignment. (To expediate this process, the class can be divided into two groups, each assigned to a different classroom, and speeches given in half the time it would otherwise require.)

FOOTNOTES

1. Marvin Alcorn, James S. Kinder, and Jim R. Schunert, Better Teaching in Secondary Schools (New York: Holt, 1970), pp. 157-158.

2. Pamela J. Cooper, Speech Communication for the Classroom Teacher (Dubuque, Iowa: Gorsuch Scarisbrick, 1981), pp. 105-120.

3. James W. Gibson, Charles R. Gruner, Michael S. Hanna, Mary-Jeanette Smythe, and Michael T. Hayes, "The Basic Course in Speech in U.S. Colleges and Universities: III," Communication Education, 29 (1980), 1-9.

4. Ronald E. Cambra, Unpublished course proposal, Univ. of Hawaii, 1980.

5. Charles J. Stewart and William B. Cash, Interviewing: Principles and Practices, 2nd ed. (Dubuque, Iowa: Wm. C. Brown, 1978), pp. 5-7.

6. For example, see Ralph B. Nichols, "Do We Know How to Listen? Practical Helps in a Modern Age," The Speech Teacher, 10 (1961), 118-124; and Cal Weaver, Human Listening (Indianapolis: Bobbs-Merrill, 1972).

7. Gerald Egan refers to this as the "SOLER" technique. For a description of this procedure, see Interpersonal Living (Monterey, Calif.: Brooks/Cole, 1976), pp. 96-98; or You & Me (Monterey, Calif.: Brooks/Cole, 1977), pp. 114-116.

8. Cooper, pp. 109-110.

9. Cal W. Downs, G. Paul Smeyad, and Ernest Martin, Professional Interviewing (New York: Harper & Row, 1980), pp. 51-53.

10. Leonard S. Kenworthy, Guide to Social Studies Teaching in Secondary Schools, 3rd ed. (Belmont, Calif.: Wadsworth, 1970), p. 113.

11. It should be noted that research conducted by Oka, Cambra, and Klopf found that University of Hawaii students scored higher than the nation's average on a standarized measure of oral reticence (i.e., McCroskey's PRCA). These researchers concluded that about 32% of the undergraduates enrolled at the University of Hawaii scored as high communication apprehensives, compared to about 20% of the students in other major American universities. See Beverly Oka, Ronald E. Cambra, and Donald W. Klopf, "Reducing Apprehension About Communication," Psychological Reports, 44 (1979), 430; and Ronald E. Cambra, Donald W. Klopf, and Beverly Oka, "Communication Apprehension and Its Reduction in Hawaii," Paper presented at the Eastern Communication Association Convention, Philadelphia, Pennsylvania, Feb. 1979.

12. Michael R. Neer and David D. Hudson, "A Method for Teaching Apprehensive Students to Lead Classroom Discussions," Paper to be presented at the 67th Annual Meeting of the Speech Communication Association, Anaheim, Calif., November 12-15, 1981.

13. For a review of feedback-giving guidelines, see William D. Brooks, Speech Communication, 3rd ed. (Dubuque, Iowa: Wm. C. Brown, 1978), 178-179.

14. Based on Bernard J. Brommel, "Interviews in the Basic Speech Course," The Speech Teacher, 24 (1975), 370-372.

15. The major textbook used in the course was Communication Concepts and Skills by Robert Hopper and Jack L. Whitehead (New York: Harper & Rox, 1979). The chapters on conflict, cultural differences, relationship development, small groups, and organizational communication were used as discussion chapters for this assignment.

ADDENDIX

INTERVIEW EVALUATION FORM

Interviewer's name _____

My name _____

Please complete the following evaluation form to provide your partner with feedback about her/his effectiveness as an interviewer. Use the rating scale below and circle the appropriate response, indicating your reaction to the R's performance.

5 = Excellent 4 = Very Good 3 = Good 2 = Needs Work 1 = Poor

I. Opening

A.	Interviewer introduced him/herself appropriately.	5 4 3 2 1
B.	Interviewer explained the purpose of the interview.	5 4 3 2 1
C.	Interviewer established rapport and helped the interviewee feel relaxed and comfortable.	5 4 3 2 1

II. Body

A.	Interviewer asked questions that were relevant to the interview's topic and purpose.	5 4 3 2 1
B.	Interviewer asked questions that required responses of more than just a few words.	5 4 3 2 1
C.	Interviewer asked probing questions to get the interviewee to elaborate or clarify information previously given.	5 4 3 2 1
D.	Interviewer asked questions that were easy to understand.	5 4 3 2 1
E.	Interviewer asked questions that were organized in a logical sequence.	5 4 3 2 1

III, Closing

A.	Interviewer clearly summarized the interview.	5 4 3 2 1
B.	Interviewer terminated the interview smoothly.	5 4 3 2 1

IV. Communication Skills

A.	Interviewer had adequate knowledge and information about the topic.	5 4 3 2 1
B.	Interviewer seemed to listen to what the interviewee was saying (i.e., demonstrated SOLER).	5 4 3 2 1
C.	Interviewer was easy to talk to.	5 4 3 2 1
D.	Interviewer spoke clearly and without hesitation.	5 4 3 2 1
E.	Interviewer was in control of the interview.	5 4 3 2 1

V. Overall Effectiveness 5 4 3 2 1

ADDITIONAL COMMENTS

TOTAL POINTS _____

PERSONAL SCREENING RESUME (PSR)

THIS ACTIVITY IS DESIGNED TO ALLOW YOU TO SHARE INFORMATION ABOUT YOURSELF WITH OTHERS. HOWEVER, YOU ARE NOT REQUIRED TO ANSWER EVERY ITEM. ANSWER ONLY THOSE ITEMS YOU FEEL COMFORTABLE SHARING.

LAST NAME _____ FIRST NAME _____ MIDDLE INITIAL _____

JOB/CAREER OBJECTIVE _____

WORK EXPERIENCE (include volunteer activities)

Organization and address	Kind of Work	Full- or Part-time	Dates Employed From	To

MILITARY SERVICE (if any) _____

EDUCATIONAL BACKGROUND (list in reverse chronological order)

School attended	Location	Dates Attended From	To

Year in School: _____ Major: _____ Minor: _____

EXTRA CURRICULAR ACTIVITIES

MEMBERSHIPS

HONORS AND AWARDS

HOBBIES AND INTERESTS

SUPPLEMENTAL INFORMATION (include travel, special skills and talents, special areas of knowledge, special people from whom you've learned)

OUT-OF-CLASS INTERVIEW EVALUATION FORM

Student's name _____

Instructor's name _____

Office address

TO THE INTERVIEWEE:

Thank you for agreeing to be interviewed. We are trying to give our students at the University of Hawaii enrolled in a basic speech course some practical experience in learning how to interview. We would appreciate your taking a moment to help the student evaluate her/his performance by responding to the following items. It is important that you react honestly and openly so that the student can gain insight into her/his ability to conduct an interview. Your responses to these items will be used as a tool to help students improve interviewing skills and not to determine a grade. We appreciate your time and cooperation. MAHALO!

I. For each statement, please circle the number which best reflects your personal feelings about the student's performance.

5 = Strongly Agree 4 = Agree 3 = No opinion 2 = Disagree 1 = Strongly Disagree

A. Opening

1.	Student introduced him/herself appropriately.	5 4 3 2 1
2.	Student explained the purpose of the interview.	5 4 3 2 1

B. Body

1.	Student's questions were relevant to the interviewing topic.	5 4 3 2 1
2.	Student's questions were open-ended and required responses of more than just a few words (e.g., "Yes" or "No").	5 4 3 2 1
3.	Student's questions were clear and easy to understand.	5 4 3 2 1
4.	Student's questions were asked in an organized and logical sequence.	5 4 3 2 1

C. Closing

1.	Student summarized the information he/she obtained during the interview.	5 4 3 2 1
2.	Student thanked me for my time and cooperation.	5 4 3 2 1

(MORE)

D. Communication Skills

1. Student was well-prepared for the interview and informed about the topic.	5	4	3	2	1
2. Student had a neat, well-groomed appearance.	5	4	3	2	1
3. Student spoke clearly and without hesitation.	5	4	3	2	1
4. Student listened attentively to what I said.	5	4	3	2	1
5. Student seemed relaxed and confident.	5	4	3	2	1
6. Student was friendly and easy to talk to.	5	4	3	2	1

E. Overall Effectiveness 5 4 3 2 1

II. Comments

A. What do you think were this student's 2-3 strongest points as an interviewer?

B. What do you think were this student's 2-3 weakest points as an interviewer? What specific suggestions do you have that might help her/him in future situations of this kind?

Name _____ Position _____

Organization _____

Address _____

_____

THANK YOU FOR YOUR HELP!

DISCUSSION EVALUTION FORM

Group leader's name _____

My name _____

Please complete the following evaluation form to provide your group leader with feedback about her/his effectiveness as a discussion leader. Use the rating scale below and circle the appropriate response, indicating your reaction to her/his performance.

5 = Excellent 4 = Very Good 3 = Good 2 = Needs Work 1 = Poor

1.	Leader explained the purpose of the discussion and defined important terms.	5 4 3 2 1
2.	Leader's questions were relevant to the discussion topic.	5 4 3 2 1
3.	Leader's questions were open-ended and required responses of more than just a few words (e.g., "Yes" or "No").	5 4 3 2 1
4.	Leader's questions were clear and easy to understand.	5 4 3 2 1
5.	Leader's questions were asked in an organized and logical sequence.	5 4 3 2 1
6.	Leader used probing questions to get students' to expand and clarify their comments.	5 4 3 2 1
7.	Leader summarized and synthesized the comments students make during the discussion.	5 4 3 2 1
8.	Leader was well-prepared for the discussion and informed about the topic.	5 4 3 2 1
9.	Leader spoke clearly and without hesitation.	5 4 3 2 1
10.	Leader listened attentively to what students' said.	5 4 3 2 1
11.	Leader seemed relaxed and friendly.	5 4 3 2 1
12.	Leader was in control of the discussion and directed it smoothly.	5 4 3 2 1

TOTAL POINTS _____

ADDITIONAL COMMENTS

SPEECH EVALUATION FORM

Speaker's name _____

My name _____

Please complete the following evaluation form to provide the student with feedback about her/his effectiveness as a public speaker. Use the rating scale below and circle the appropriate response, indicating your reaction to her/his performance.

5 = Excellent 4 = Very Good 3 = Good 2 = Needs Work 1 = Poor

A. Introduction

1. Student aroused interest in her/his speech topic.	5	4	3	2	1
2. Student explained the purpose of the speech and defined important terms.	5	4	3	2	1
3. Student previewed the major ideas to be developed in the body of the speech.	5	4	3	2	1

B. Body

1. Student clearly identified the major ideas of the speech.	5	4	3	2	1
2. Student used interesting supporting ideas and examples that were directly related to her/his purpose.	5	4	3	2	1
3. Student used information that was appropriate for the audience.	5	4	3	2	1

C. Conclusion

1. Student summarized the main ideas and purpose of the speech.	5	4	3	2	1
2. Student's responses to questions were complete and easy to understand.	5	4	3	2	1

D. Delivery

1. Student's posture and gestures were appropriate.	5	4	3	2	1
2. Student maintained eye contact with her/his audience.	5	4	3	2	1
3. Student spoke clearly and distinctly.	5	4	3	2	1
4. Student was in control of the situation.	5	4	3	2	1

TOTAL POINTS _____

ADDITIONAL COMMENTS